



VOCATIONAL EDUCATION AND TRAINING: PROBLEMS AND SOLUTIONS: NEP-2020

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ABSTRACT

After independence, the one who made policies in India showed up their ability and capability to use vocational education in order to gain money and a training as this is the overall solution for the problem of unemployment and an outcome it kept this policy alive considering it the most important one even in today's generation. Recently, NEP (National Education Policy 2020), announced that minimum 50% of their students must get vocational education and training (VET) by the year 2025. So in order to pass this mission, the NEP proposed different kinds of rules and regulation and changes for their students. But many Scholars showed up their negativity by asking that how far will there rules and regulations made for the students would help them in achieving their desired objects. The goal of the current investigation was to thoroughly investigate the policy's approach to VET. The study identified various needs that are essential for meeting the challenges that must be overcome in VET can help you achieve your goals as proposed in NEP, and lastly, looking ahead settlement and India's VET development process. This was supported by a thorough desktop examination of a significant the volume of books and the websites of organizations involved in VET.

KEYWORDS: NEP 2020, Skill Development, Vocational Education, VET, Challenges.

INTRODUCTION

There is a lot of criticism directed towards India's expanding economy, which is frequently associated with "jobless growth". Gross Domestic Product (GDP) growth was 6% on average from 2000 to 2019, although employment levels and job growth only increased by about 0.6% and 2%, respectively (PLFS). To direct this severe unemployment issue as well as to lead with it, the demographic benefit India which currently implementing the policies, the policy makes became attentive while restricting and converting the whole ecosystem in the nation's vocational education and training (VET) (Pilz & Regal). After independence the policy makers manifested their growing inclination to use VET as an all-encompassing compound to the obstacle of unemployment as well as skill mismatches, which helps to maintain it as a still-dominant policy tool. First, in 1968, when India's most recent National Policy of Education was announced, policymakers suggested that 0.5 percent of the grade Of XI & XII students must lead away towards the road of VET within the period of 20 years. This advocacy was formed in Conformity with the finding that minimum 80% of grade XII pass out would the remaining 50% would exit the educational system and join the workforce without having any relevant skills by enrolling themselves in high school. However, the NPE 1968 goal has not yet been attained. In 1986, India's second-largest NPE was declared and pushed for a 10% senior secondary school student shift to the VET route by the year 1995 and 25% by the year 2000 (NPE). After this, centrally promoted to meet the goals set by NPE 1986, a "Vocationalization" of Secondary Education plan for grades XI and XII was announced in 1988. However, (POA) Programme of Action said in 1992 that just 2.5 percent had been achieved. (72000), out of the total quantity of pupils who enrolled in Senior Secondary Schools, have chosen the way of VET (POA). Keeping a record of the amount of enrolled students who chose the action project, VET, took a serious look at this important issue and identified several elements that make pupils undesirable. Broad statement there objectives (particularly how VET-1 accesses manual labor/blue collar

occupations with little social mobility backgrounds as well as mages II) is an optional choice for academically weak one is a dead and end decision having no successful roads for among others, higher education. Seniors still find these problems complex and of concern. The ludicrous attempts to alter the entire ecology of VET across the nation (UNESCO-UNEUOC) did not start from 2007 to 2012, the tenth of the five-year plans. In order to offer NEETs vocational and skill training, the National Council on Skill Development (NCSD) and National Skill Development Corporation (NSDC) were founded in 2008. Population (not in education, employment and training), freelancer and normal workers. By 2022, five hundred million youngsters would have received skill training, according to 2009 saw the creation of the first National Skill Development Policy. In order to hasten the expansion of skill training in the nation, the National Skills Modifications Framework (NSQF), which was purchased in 2013 with the general objective of providing employment development routes for VET students, was formed in 2014 (Pilz and Regel). According to the National Policy of Skill Development and Entrepreneurship (NP SDE), which was published in 2015, a skilled workforce of 110 million people must be introduced by 2022 in order to address the mismatch issue. Currently, separate rules are maintained under the border spectrum (NPSDE). However, as a result of these ludicrous measures, India saw a notable rise in the proportion of NEETs with skills. The whole VET system, however, is still in need of development and does little to meet the demands of the labour market (Kumar). South Korea (96%) outperformed the USA (52%), Germany (75%), and Germany (MSDE). It is estimated that less than 5% of India's workforce between the ages of 19 and 24 has earned formal VET to date (NSS). Just almost 2% of the workforce between the ages of 15 and 59 has formal VET, while another 8% or so of the workforce gained it informally (PLFS). within the system of public education, approximately there are 10,000 schools out of 3 lakh schools (UDISE) and minimum close to 1000 colleges out of 40,000 colleges (AISHE) across the country giving opportunities for VET courses are offered to

roughly 2 million students, a very modest percentage when compared to the number of schools and institutions of higher learning that provide general line education (UNESCO-UNEUOS). Observing all the desired targets, it seems that the system of this country of VET has reached Shoot for the moon, as Norman Pearle said. We will still land among the stars even if we miss. On July 29, 2020, the Indian Union Cabinet announced new National Education Policy (2020 NEP), after a vast gap of 3 decades, and the policy showed with much more aiming targets that at least 50% of the pupils would get By 2025, VET (NEP). NEP 2020 took a number of steps to achieve this goal and address the many VET difficulties accommodations and few changes too which could help in solving the issues of VET and achieving VET. In the present review study, an attempt was made, so that they could give an answer for and important research query.

CURRENT INQUIRY: As discussed earlier, it is quite knowing that how VET is important and demonstrated in NEP 2020. The main this study's main objective was to investigate various policy adjustments and modifications made public by NEP 2020 for the transformation, which was followed by a look at the prospects and problems facing VET in India, particularly in light of the pressing need to address these issues quickly. They looked at the publicly accessible NEP 2020 policy and made a number of adjustments. A significant amount of literature study was conducted to examine the various difficulties. Traditional field trips to the VET sector and face-to-face meetings with stakeholders were not recommended since they would put extra pressure on stakeholders under pandemic restrictions. All data gathering techniques, including in-person interviews, questionnaire surveys, and focus groups, are ineffective because of the Covid-19 limitation epidemic, which forced schools to close and made online learning and working from home the norm. Primary information was gathered from the websites. There were publications and documentation from the NSDC, MHRD, MSDE, (New Ministry of Education), UGC, and UNESCO that were all readily available. Data was gathered from a number of survey reports, including those from the National Sample Survey Organization (NSSO), the Periodic Labour Forum Survey (PLFS), and the yearly economic secondary data was gathered from peer-reviewed journals, case studies, research reports, and public domain policy documents in several databases of literature, including Google Scholar, Scopus, JSTOR, Pro-Quest, ERIC, and Web of Science. Phrases like "study," "key words," "vocational training," "skill development," and "NEP 2020" can be used to attain the level of literature necessary for the current search and problems were utilized. After receiving a vast amount of literature related to wider spectrum of VET, and inclusion and exclusion criteria were followed. Study, key words, career growth, NEP 2020, and obstacles were all utilized to help with the search accommodation and transformations of NEP 2020, was examined. Analysis, the necessary requirements most importantly for achieving VET, few factors and objectives were formed in NEP 2020. All these essential necessity are mentioned systematically follows in the section for outcomes.

RESULTS

VET at Grade VI-VIII:

To reach the ambitious goal of 50% by 2025 (NEP) from the level of secondary education to that of higher education, NEP 2020 was recommended advocates the inclusion of VET in the core curriculum across all institutions of higher learning. The larger goal is to expose students in grades VI through XII to a variety of VET courses well defined pathways to the students of Higher Education. Under the banner of VET system 3 lakh

schools, more than 40,000 colleges and more than 1,000 universities came under this provision although at the grade VI to VIII, the introduction of VET may not be problematic to handle, as it was handle by NCFSE is currently undergoing construction. The issue could happen in future if the policy maker, completely track students towards the path of VET. A similar kind of move was seen in the state of Madras in 1953, where the students sent back to their home in the second half to work on household tasks like farming or cleaning or on development projects like building roads, cleaning public places, etc. later in 1954 this scheme was fully criticized as the pupils from low-income households will compel them to remain in their low paid status and occupations. But we often site the success of Germany model of VET where the students at the early age entered the labor market. However Researchers contend that deciding on VET early in life prevents individuals from pursuing further education, highly paid occupations and professions. The current period of labor market, calls for people with extensive knowledge, strong problem-solving skills, and high cognitive capacity. The education that students get will prepare them for on-the-job training and lifetime study. Therefore, in this circumstance, we should retain our entire educational system broad and avoid prioritizing tracking at grades VI through VIII, as is the case in a number of other nations, like the United States, among others.

VET at Grade IX-XII:

The students of IX to XII are offered to choose for VET in the many kinds. Those who have passed the NSGF levels 1-2 (NCVET) successfully grade IX and X offer the mainstream general education, the option to choose a vocational subject (as an optional), and grades XI and XII offer the option to choose one vocational subject (as an elective). Though India has provided the free and compulsory schooling till grade VIII, but very small proportion of population chooses VET (Ahmed). There are ten thousand schools in which only. In India, there are 3 lakh schools that provide VET programmes (UDISE). All schools were to be taken into account as part of the VET domain under NEP 2020, so that schools would be successful in teaching the theoretical component. In order to align VET courses with the NSGF level I through X, the training component will require a great deal of rigor. Later, the state governments effectively and efficiently operated VET courses at a larger scale in two methods (Saka Moto and sang). The delivery of the course's content, physical training, infrastructure and resource availability, teacher availability and preparation, testing, evolution certification, and other requirements would fall under the exclusive control of NSDC, its TPS and SSC, and (UNESCO). The development of school complexes (SCS) is an idea proposed by NEP 2020. The schools under SCS exchanged resources with one another and were also given funding to purchase the equipment necessary for the practical teaching of various VET courses, such as those workbenches.

High Demand Veteran Programmes:

In our country there are many students and parents who consider that VET courses are secondary to general education. VET courses are usually perceived as labor market perspective, but it can be pleasing to general public when the students who are pursuing VET courses are capable of obtaining sufficient work prospects and greater pay. It is only conceivable if a broad range of VET programmes includes highly sought-after courses that are pertinent to the era of artificial intelligence and the industrial revolution, such as those offered by NASSCOM Future skills and Future skills Prime online initiatives (Mehrotra & Sing). Students should be given access to VET programmes, skills, and training that are in great demand in their areas, since this will

give them enough job prospects. A thorough review of the local/community level skill gaps for various trades, talents, and courses is required. These analyses are mostly conducted at the district and state levels by the NSDC "skills IP Intelligence Platform" and still these analysis are inappropriate for our requirements. Apart from this the Labor Management Information System (LMIS) was also established for this purpose but Its online site (MSDE) does not offer data at the local level as a result, VET programmes are provided to students with inadequate and partial knowledge of what the labour market requires, which contributes to the issue of skills mismatch (Sakamoto and Sung). In china the Ministry of Education, Industry Partners and local communities jointly design the curriculum for VET courses and as a consequence, they are effective in giving the VET graduates suitable work possibilities.

Short-term VET Holders Appreciation:

One of the severe the fact that more than half of Indians are working raises concerns human resource (Roughly 400 million individuals aged 15 to 59) join the workforce with only 10 years or less of basic education, and more than 20% do so with no basic education (PLFS). The fact that out of the whole workforce, 3% join the labour approximately 16% of market participants have formal VET, whereas 81% arrive without any VET (NSS) raises even more serious concerns. Consequently, a massive segment of the population gets difficulty in employment in any honorable profession, and instead still engaged in traditional affairs. (Kumar et al). The provision of VET to this defenseless demographic is being made possible through a number of programmes, such as the certification process through the Recognition of utilizing the (RPL) Prior Learning Mechanism and NSDC's short-term skill training. Although it's a factual evidence for rooting that these programs increased the incomes and long-term work prospects offered to individuals who have received certification or training thus far are fewer, consequently, these informal workers have not shown their interest in getting enrolled with these programs (NSDC). This emerges the requirement that employers should cheer up, give credit and even increase the salaries of those workers who received certification (Sinha). The long-term growth and development of people must also be prioritized while designing VET programmes, as is the case with the McKinsey's Generation Project and the Rutom jee Academy for Global Careers. The assumption of Skills Credit Banks or Skills Cards in line with the (ABC) Academic Bank of Credits as advised by NEP, 2020 is also necessary for the welfare of the NEET population as well as for the welfare of vocational pupils. Such a card will assist them in gathering as well as storing credits after accomplished the short-term skill training course provided by NSDC or acquired through the RPL mechanism, as well as they may use their credits towards the eventual certification of high-quality VET.

Cleared Trails for Veteran Pupils:

According to UNESCO, Uncertain pathways for VET students to move to higher education are a significant concern in India. Students who desire to transfer, for instance, from a generic Masters or Postgraduate degree in pharmacy to a B.Voc in pharmaceuticals or from a B.Voc degree in general business find it difficult to do so. In a similar vein, pursuing an IT degree, the minimum criteria is it requires a 12th grade graduated whereas 5th grade graduate is the minimal need for employment in the trades of plumber, welder, tailor, etc. This poses a significant challenge for these 5th grade graduates who find it difficult to pass the exam required for admission to certain B.Voc. Programmes although India established the National Skill Qualification Framework in 2013 to address the transfer concerns of these VET students, it was unable to fulfil its

objectives on a significant scale (Mehrotra). Two new curricular frameworks have recently been proposed by NEP, 2020: the National Curriculum Framework for School Education (NCFSE) and the National Higher Education Qualification Framework (NHEQF) to properly execute the country's credit accumulation and transfer system avoid the lineup or queue of these three frameworks in front of each other. Other than this, NEP 2020 has also recommended that the Academic Bank of Credits (ABC) should be made fully functional. Students will get the opportunity, in the end, when ABC will be implemented combined with the various entry-exit possibilities as suggested by the NEP, 2020, students will be able to transfer effortlessly across institutions and inside them (for instance, between courses and programmes) and restart their degree from where they left. These Bachelor of Vocation (B.Voc) curricula were launched by the UGC in 2013, and today, about 1000 colleges offer them. However, many colleges are finding it difficult to keep offering VET courses owing to a financing issue. Lessons from Dayalbagh Educational Institute's fully integrated model and the School of Vocational Education's apprenticeship-based partnership model can be applied to make B.Voc programmes fully functional at the college level and to attract a sizable number of students.

Services For Career Counselling And Vocational Aptitude Tests (VAT):

The reason behind the low demand of VET in India, lack of knowledge about the many of choices offered by VET in the path of student (Agarwal). Numerous experimental studies have shown that students' professional interests and CCG have an impact on their future employment prospects and long-term educational success (Juttler and al.). In order to explore the future academic and career paths for students in which they are interested, for the nationwide usage of VAT & CCG services, NEP, 2020 is advised. Numerous attempts have been made to provide pupils resources including the Career Guidance Portal and IDream Career developed in partnership with UNICEF, Tata Strive's Picture Inventory, and PSSSCIVE's Vocational Interest Inventory. To assist students in finding academic jobs and courses that fit their interests, all these tools are available online. It is however necessary to make these services easily and freely all pupils should have access to these resources, and instructors, parents, and students should all be made aware of how to use them to their advantage. (Hussain et al.)

CONCLUSIONS

In today's era, VET is being recognized and appreciated globally. VET is the central goal of SDG Goal for education 2030 agenda, where 4th/10th targets are specially targeted for the spread or growth of it worldwide. As skilled man force is highly demanded in the labor market, policy makers of India laid more stress on VET with strong enthusiasm to fulfil the demand. No matter how much efforts any actions the government has done, it fails to meet the requirement of labor market because the capacity of VET ecosystem in our country is very limited. In order to make it progressive more efforts are required for the reconstruction and transformation of the whole VET ecosystem in our present situation. An enthusiastic commitment is made by NEP, 2020 to further extend VET ecosystem throughout the country In order to assist people in acquiring the skills they need for getting into a decent profession and to resist in the age of IR 4.0. To tackle different challenges and achieve the target of at least 50% student's participation in VET by 2025, the policy has proposed several recommendations for various structural adjustments. In a current review study, the recommendations and structural modification of policy were identified and call on for an instant action. Besides, the drawbacks or VET challenges are facing

currently, the required essential steps for prevention or solution are being found in order to overcome the same. Overcoming these drawbacks by taking essential steps would guide modifying the parents', instructors', and pupils' perceptions, about the narrow mindset regarding the scope of VET and will encourage student to dream for higher education in the field and grab prestigious designation in esteemed professions. I trust that the stakeholders in India's VET development process will find this review study to be informative.

LIMITATIONS AND FUTURE

This study has certain limitations as it is not fully covering the subject matter and required to conduct further research for future reference. Firstly, the identified results are proposals, not stable means tends to change. In order to assess their effects on VET, theological, casual – comparative as well as analytical there must be research. Secondly, the impractical way obtaining information from the VET sector is a serious restriction. Thirdly, despite the study is done is a systematic manner, it would be more beneficial if it would be conducted in full-fledged systematic model. Fourth, the information on the websites of governmental organizations is out-of-date. So it doesn't provide exact or current data. Fifthly, the NEP, 2020, mentioned some other issues i.e., professional development, the survey did not address vocational trainers, women's involvement in vocational courses, and numerous other topics. Finally, a larger a definition of VET that takes into account apprenticeships, industrial training institutes, On-the-Job (OTJ) training, Polytechnics, as well as many more places will provide the audience with a thorough understanding of the overall VET ecosystem in India.

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